

English 10 Personal Writing Assignment:

Due Monday, September 30, 2013

During this nonfiction unit, we have engaged with news articles, editorials, an expository essay, personal letters, a personal essay, and a government document. Use these texts as models for your own writing, and choose one type of nonfiction for your personal writing assignment.

You may choose to write:

- An informative news article or an expository essay.
- An opinion piece (editorial) on a subject of interest.
- A personal essay about an experience in your life and the meaning that it has for you or the lesson that you learned from it.
- A personal letter to someone.

Whatever your choice, you should engage in the writing process: drafting, rewriting/revising, editing, and polishing.

Pay attention to any ideas that occur to you and record them, ponder them, and add more details prior to making a decision about your writing expression. Follow the idea that excites you most and use your strengths.

As a writer, consider these questions:

- What is meaningful to me?
- What is my purpose?
- Who is my audience?
- What voice/tone should I use to convey my ideas?
- How should I organize the ideas?
- Do I need to cite sources? (Am I the source of all the information/ideas?)

Format:

- Times New Roman, 12 point font, double-spaced
- 1-1/2 pages minimum
- Minimum Writing Expectations for NMPS:
 - All sentences must begin with a capital letter and end with appropriate punctuation
 - Complete sentences
 - Correct spelling on final draft
 - Legible handwriting
- In-text source citation
- Use effective technique, well-chosen details, and well-structured sequencing
 - Engage and orient the reader by setting out a situation or establishing a point of view
 - Use narrative techniques as appropriate: dialogue, pacing, description, and reflection
 - Use precise words and phrases, details, and sensory language
 - Provide a conclusion that reflects on the most important aspect of the piece

Rubric for English 10 Personal Writing Assignment (Nonfiction Assessment)				
Minimum Writing Expectations	All sentences begin with a capital letter and end with appropriate punctuation. Complete sentences are used. Spelling is correct.	Paper will not be accepted. Achieve the minimum writing expectations.		
	4	3	2	1
Presentation	Heading is MLA Style: student name, course name, instructor name, and date due all left aligned and double-spaced. The piece has an original title. MLA Style is used for the text: 12 point Times New Roman and double-spacing. Or, the personal letter is neatly handwritten on stationery.	Heading has the correct content but does not follow MLA Style. The piece has a title. The font is similar to the MLA Style format with lines that are double-spaced.	Heading contains some of the required information, but MLA Style is not used. The piece lacks a title. The format is not closely related to MLA Style and text is not double-spaced.	Formatting is carelessly done.
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information. Sources are cited as necessary within the text.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information. Sources are provided but not within the text.	There is one topic. Main ideas are somewhat clear. Sources are sometimes cited.	The topic and main ideas are not clear. Sources are not cited.
Organization	The introduction is inviting, states the main topic, and provides an overview. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well-constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well-constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Points				

Scoring Range: A 22-24 C 12-17
 B 18-21 D 6 - 11

Grade converted to points using North Muskegon's 100 point scale: ____/100